



Lamar University – M.Ed. in Educational Technology Leadership

Reflections of Course-based Embedded Assignments

Directions: In submitting your Course-based Embedded Assignment located in Appendix I of the Internship Handbook, you are required to complete a reflection of the identified assignments in your course wiki/e-portfolio. These reflections will be used to assist you in completing your EDLD 5388/5370 (*Please note that course number changes in Fall 2010*) Internship comprehensive exam final report. Students should use and cite their textbook references as well as two additional references when writing each reflection. The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

Course Number:	Course Name:	Course-based Embedded Hours (see Appendix I)
EDLD 5363	Multimedia & Video Technology	15 Hours

Description of the Assignment/Performance Tasks (see Appendix I)	Multimedia & Video Technology: Create a public service announcement for parents and community partners. Capture and integrate sound, video, and digital images; create RSS feeds; and publish the final product on the web. Use short teacher and student interviews to focus on 21st century technology for engagement and achievement.
<p>Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.</p> <p>Self –Assessment</p> <ol style="list-style-type: none"> 1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points) 2. Critically reflect upon the relationship between any new information you gained 	<p>In EDLD 5363 Multimedia & Video Technology, we learned how to create a personal digital story and public service announcement. The readings throughout this course allowed me to learn more about creating a script prior to piecing together the video. I usually create many videos for my school and for personal memories, but rarely do I write out a “voice over” script for any of them. This course produced interesting experiences, because normally my ideas are kept in my head as I produce the videos.</p> <p>I also learned that I commit some of the "deadly sins" when it comes to filming. I am notorious for centering the subjects in a shot and I seldom change camera levels during a recording. Many of my videos contain "headhunting" and "upstanding" footage. I didn't ever reflect on this being a problem until I read <i>Videography Tips</i>. This article has allowed me to self-reflect and aspire to be a more diverse videographer. I look forward to using the tips that were embedded with this article. I also liked the sample “release” form that was available to download from this article.</p> <p>We also evaluated multiple “open-source” software. “Of course, most free software does not include the same level or quality of support that you would expect to find with software that</p>

<p>from the assignment with old information you previously held to be true. (2 Points)</p> <p>3. How did the relationship between the old and new information you learned affect your personal experience with the assignment? (2 Points)</p> <p>Learn as a Learner</p> <p>1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points)</p> <p>2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points)</p> <p>3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points)</p> <p>Lifelong Learning Skills</p> <p>1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points)</p> <p>2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points)</p> <p>3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points)</p> <p>Additional Criteria</p> <p>1. Content posted to e-Portfolio wiki/blog/Google site (1 Point)</p> <p>2. Mechanics (1 Point)</p> <p>3. APA Format (1 Point)</p>	<p>you purchase commercially” (Desk-Video-Guide, 2009). If you are into higher quality products with ease of use and advance video editing features, you will not find that in any “freeware” or “open-source” video editing program that I have evaluated.</p> <p>I have learned from this course that it is hard to go back to free video editing products when you have already purchased video editing products that create higher quality videos in less time that it takes to use “freeware” or “open-source” products. As an educator, I think it is important to continue life-long learning on all the “free” products out there. With budget constraints, it is virtually impossible to purchase district or campus licenses for high quality video editing products. As educators, we need to stay up on current “freeware” that will most realistically provide opportunities for our students to learn and apply their knowledge without being out a lot of money. If you wait for your district or campus to purchase the “good” products then students will miss opportunities to learn, because those products will probably never be purchased. Why would the district spend money on something that is not tested on the STAAR or EOC?</p> <p>My team and I worked on a group wiki to help facilitate our collaboration throughout this course. Prior to writing our scripts, our team began an interview wiki page that allowed us to all ask and answer questions. This Q & A Interview activity assisted us with developing our personal video assignment for Week 1. We also uploaded our scripts to our EDLD 5363 wiki and gave feedback to each other. This collaborative effort was very beneficial in guiding me to create a video that focused on my family and me. It also allowed me to feel confident that in my understanding the assignment requirements, because we were able to give each other clarification.</p> <p>Our group PSA, “The Misery of Dropping Out”, can be found on YouTube at http://www.youtube.com/watch?v=T5VIs6qGySY&feature=youtu.be. This video was created as a Public Service Announcement to encourage students to stay in school. It was created to encourage students to think about the effects of dropping out and the possible misery that it could bring to their lives. It also shows how their choices will affect their children's lives.</p> <p>The PSA group assignment allowed all of us to learn more about Creative Commons licenses, pre-production, production, post-production, and video editing. Even though we all had assigned roles, our group all pitched in on every aspect of this project. If I had an opportunity to change anything about this project, I would extend the PSA to include more lyrics. I would not go over 2 minutes. With Robert’s assistance, I have already written a second verse that includes more effects of dropping out</p>
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<p>4. Minimum of 3 References (1 Point)</p> <p>(Maximum 25 points)</p>	<p>and Robert has already created a beat and rapped the new song. Eventually, I think I will create another video that includes live shots. It will be more like a music video with a powerful PSA embedded within it.</p> <p>There were numerous opportunities for gaining new knowledge through this course's reading assignments, but I wanted to share a quote that really stuck with me. Torres stated, "Working in this program has completely changed the students' outlooks, their lives" (Edutopia, 2002). This quote stuck with me, because I feel this Masters program has changed my outlook and my life. As an educator, I strive to find lessons or activities that will make real-world connections with my students. I want students to work on projects that will change their "outlook" on life and their outlook on education. I see so many students bored in elementary classrooms, because the majority of their school day is spent sitting in rows and being lectured to. I want to empower my students and my colleagues to work with programs that will completely change their "outlooks, their lives".</p> <p>Videomaker. (n.d). Videography Tips. Retrieved on December 2, 2011, from http://www.videomaker.com/learn/tips-to-get-started/.</p> <p>Desktop-Video-Guide.(n.d.). Top 5 free video editing software programs. Retrieved on November 24, 2011, from http://www.desktop-video-guide.com/top-5-free-video-editing-software-review.html</p> <p>Edutopia. (2002). Multimedia serves youths' desire to express themselves. Retrieved on November 14, 2011, from http://www.edutopia.org/print/980.</p>
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